

DOCUMENT RESUME

ED 041 112

VT 011 081

AUTHOR Nichols, Jack D.
 TITLE A Study of Arkansas Prison Inmates Concerning Occupational Training.
 INSTITUTION Arkansas Research Coordination Unit for Occupational Education, Fayetteville.; Arkansas State Dept. of Education, Little Rock. Div. of Vocational Education.
 PUB DATE 70
 NOTE 32p.; A summary report of a dissertation by the same title
 EDRS PRICE EDRS Price MF-\$0.25 HC-\$1.70
 DESCRIPTORS *Corrective Institutions, *Educational Attitudes, *Prisoners, *Vocational Education, *Vocational Interests
 IDENTIFIERS *Arkansas

ABSTRACT

Meaningful participation in a technological society requires increasingly complex skills. A previous study (1966) revealed no job openings for 79 occupational programs offered by state and federal prisons, indicating that correctional institutions face a particular challenge in providing relevant occupational education for the rehabilitation of inmates returning to the world of work. In this study of the desire for occupational training and the occupational preferences of 100 male inmates, data were collected by use of a personal data card, a questionnaire, and the Kuder Preference Record, Form C. The mean educational level for the inmates was 9.3 years. At the time of their present offense, 41 percent did not have full-time employment. It was found that (1) Inmates' occupational prestige values correlate at .899 (rho) with other individuals, (2) Employment stability and security are valued more than change for advancement, high pay, local employment, or favorable working conditions, (3) 89 percent of incoming inmates desire occupational training, and (4) 92 percent were willing to take remedial courses. Appropriate occupational education offerings for prison inmates appear to be courses in driving, welding, mechanic and repairman, radio and television, and construction occupations. (CH)

ED041112

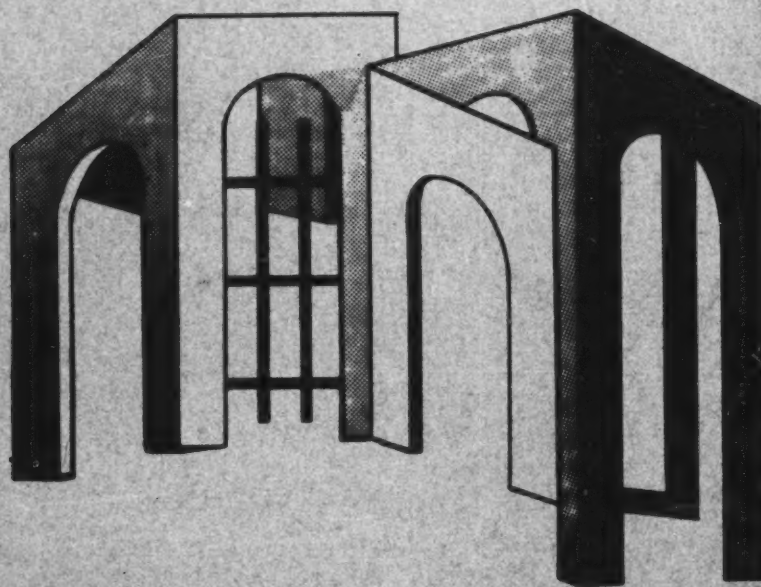
ARKANSAS

RESEARCH COORDINATION UNIT FOR OCCUPATIONAL EDUCATION
Department of Vocational Education - University of Arkansas - Fayetteville - 72701

A Study Of Arkansas Prison Inmates Concerning Occupational Training

JACK D. NICHOLS

Research Technician



Published by the Arkansas Research Coordination Unit
for Occupational Education
The University of Arkansas
Fayetteville, Arkansas

In Cooperation with the State Department of Education
Division of Vocational Education

1970

VT011081



ED041112

A STUDY OF ARKANSAS PRISON INMATES CONCERNING
OCCUPATIONAL TRAINING

A summary report of a dissertation by the same title,
submitted in partial fulfillment
of the requirements of the degree of
Doctor of Education

By

Jack D. Nichols, M.S.
Oklahoma State University, 1967

U.S. DEPARTMENT OF HEALTH, EDUCATION
& WELFARE

OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED
EXACTLY AS RECEIVED FROM THE PERSON OR
ORGANIZATION ORIGINATING IT. POINTS OF
VIEW OR OPINIONS STATED DO NOT NECES-
SARILY REPRESENT OFFICIAL OFFICE OF EDU-
CATION POSITION OR POLICY.

Published by the Arkansas Research Coordination Unit
for Occupational Education,
The University of Arkansas
In Cooperation with the State Department of Education,
Division of Vocational Education

1970

FOREWORD

This publication is one of the continuing endeavors of the Arkansas Research Coordination Unit for Occupational Education. One major objective of the Unit is to disseminate findings of research and related activities in vocational and technical education to interested agencies and individuals within and outside the state. The information contained in this publication concerns prison inmates' interest, attitude and desire regarding occupational training. It is designed to provide pertinent data for use by persons within the state of Arkansas and other states who are interested in correctional program planning.

Prior to 1960, there was very little national effort or interest in rehabilitating the imprisoned offender with a realistic marketable skill so he could compete, upon release, with the outside work force. Currently, local, state and national attention is being focused on the field of correctional training.

Individuals admitted to correctional institutions come from all walks of life with various degrees of education and work background. If recidivism is to be minimized and if society is to make maximum use of these potential employees with such varying experiences, effective training and job adjustment programs must be provided to promote their rehabilitation and conversion into productive workers and citizens.

Harold W. Moore
Director

ACKNOWLEDGEMENT

Gratitude is expressed to the writer's doctoral committee, composed of Dr. Denver B. Hutson, Chairman; Dr. E. Lamar Love, Dr. John A. Rolloff; Dr. J.L. Charlton and Dr. Bill R. Van Zandt for their assistance and guidance throughout the preparation of this study. Appreciation is expressed to Mr. Forrest Miller and other members of the rehabilitation staff located at the Arkansas Department of Corrections for their splendid cooperation and assistance in collecting the data.

TABLE OF CONTENTS

	Page
Introduction	1
Purpose of the Study	2
Variables Pertaining to the Inmates	3
Importance of the Study	3
Procedures	4
Definition of Terms	5
Personal Characteristics of Inmates	6
Prestige Rating of 25 Occupations by the Inmates	11
Vocational Interest of Inmates as Ascertained by the Kuder Preference Record, Form C	11
The Extent to Which Inmates Desired to Receive Occupational Training	14
Preference of Inmates for Occupations that Could Feasibly be Offered by Correctional Institutions	15
Relationship of Vocational Interests of Inmates and Occupational Preference	19
Relationship of Selected Variables and Desire for Training .	20
Relationship of Selected Variables and Preference of Training	21
Summary	21
Recommendations	22
Bibliography	24

INTRODUCTION

Prior to the 19th century, jails were used to hold offenders to ensure their presence at trial or execution. If an individual were found guilty and given a sentence of less than death, he might have had his fingers cut off, be branded, or be banished. However, in the 19th century imprisonment became accepted by society as a form of punishment.

In recent years there has been much consideration given to the concept that work in a correctional institution should be viewed as a method of rehabilitating offenders rather than just as a means of punishment for the prisoners. Too often work and training in correctional institutions are oriented toward institutional maintenance and government needs rather than toward the development of marketable skills. This work or training for work in a correctional institution may very well have relevance to an inmate as work and training in the free society.

Although more than 100,000 persons leave Federal and state correctional institutions each year, few of them receive the types of training, while in the institution, which will enable them to compete successfully for jobs (9). The releasee, who enters the work force, is handicapped by his criminal record as well as by not being well trained. The employment difficulties of a releasee are further compounded by the prevalence of state and local government restrictions on their employment. These restrictions may hinder the issuance of an automobile operator's license or chauffeur's license, obtaining a barber's permit, or employment with government contractors (9). Since many bonding companies refuse to bond ex-prisoners, releasees are often unable to find jobs in financial

institutions and insurance companies.

It seems reasonable that imprisonment should be viewed as not just for punishment but also for the purpose of creating desirable changes in attitudes and social outlook of the inmate, to equip the inmate with the proper work habits, and to offer marketable skills to enable him to be gainfully employed upon release.

Since there appears no better solution than to constrain and immobilize certain categories of offenders, there is a responsibility for providing the structure, support, and opportunity for restoration of these individuals.

Purpose of the Study

The purpose of this study was to ascertain the interests, attitudes, and desires of Arkansas inmates concerning occupational training while in prison. The study was designed to ascertain the following:

- a. The vocational interests of inmates as ascertained by the Kuder Vocational Preference Record, Form C.
- b. The extent to which inmates desired to receive occupational training.
- c. The preference of inmates for occupations that could feasibly be offered by correctional institutions.
- d. The relationship of vocational interests of inmates and occupational preferences.
- e. The relationship of selected variables related to characteristics of inmates and the extent to which inmates desired to receive occupational training.
- f. The relationship of selected variables related to characteristics of inmates and the occupational preferences of inmates.
- g. The prestige rating of 25 occupations by inmates.

Variables Pertaining to Inmates

For purposes of this study it was assumed that the variables noted below were appropriate as a basis for analyzing relationships, relevant to (a) the extent to which inmates desire to receive occupational training and (b) occupational preferences of inmates. These variables are as follows:

1. Age of inmate
2. Educational level of inmate
3. Number of times in juvenile institutions
4. Length of sentence for current offense
5. Vocational interest score
6. Occupational training completed
7. Employment status at time of offense
8. Last occupation of inmate
9. Marital status of inmate
10. Number of offenses committed
11. Educational level of inmate's father
12. Educational level of inmate's mother
13. Occupation of inmate's father

Importance of the Study

In a society that demands increasingly complex skills from those who would compete successfully, correctional institutions face a tremendous challenge to rehabilitate inmates socially and occupationally to be beneficial components in society. This suggests a real challenge to the Department of Corrections in Arkansas in view of the fact that there is

a lack of vocational training programs in operation within the correctional system.

A recent study (46) revealed that 79 occupational programs are being offered in state and federal prisons of the United States for which there are no job openings. This may well be considered a national problem.

It appears appropriate that consideration should be given to the vocational desires or aspirations of inmates. Pointer (34) stressed that in assuming the acceptance of the goal of rehabilitation, the interest of inmates and of their vocational training should not be subordinated to the purpose of maintaining the institution.

There appears to be an urgent need to strengthen training and job adjustment programs for inmates and releasees in order to promote rehabilitation and conversion into productive workers and citizens. If inmates are to acquire the needed job skills, it seems appropriate that they need to do so before release.

Procedures

The sample for this study consisted of 100 male inmates admitted to the Arkansas Department of Corrections, Grady, Arkansas, during March and April of 1969.

Information presented in this study was obtained by use of a personal data card, a questionnaire and the Kuder Preference Record, Form C. The desire of the inmates to participate in occupational training was ascertained by response to items on the questionnaire. Inmates who expressed a desire for occupational training were asked to indicate their first five choices of training based upon a list of occupational areas. The occupational areas consisted of the 36 known occupational

openings (46) by reported titles, for which training could feasibly be offered in correctional institutions.

Rehabilitation personnel, located within the Arkansas Department of Correction, scheduled and administered the instruments utilized in this study to incoming inmates as part of their orientation. Incoming male inmates having reading difficulty were provided necessary assistance. In cases where it was necessary, the instruments were read to the inmate but not completed for him.

Definition of Terms

1. Correctional institutions include all prisons, reformatories, "training schools," and penal institutions. With greater emphasis being placed upon the rehabilitation training, the name correctional institution is more appropriate for their role in our society.
2. Correctional education includes organized training in the areas of academic, vocational, and social education.
3. Releasee is an inmate who has been returned to society by the correctional institution in which he was serving a prison sentence.
4. Inmate is a person who is confined to a correctional institution for a criminal offense.
5. Occupational training is training intended to prepare an inmate to earn a living in a chosen occupation. Vocational training and occupational training will be used as synonymous terms throughout this study.
6. Employment opportunities refer to those areas of employment with a demand for employees as determined by the Employment Security Division and which would be available to individuals with a criminal record.
7. Educational grade level refers to the reported highest grade

level completed unless stated as tested educational grade level.

8. Inmate's desire refers to the interest, desire, and preference of occupational preparation of inmates while in prison.

9. Recidivism is the returning to prior criminal habits after being released from a correctional institution.

10. Vocational interest refers to the expressed occupational interest, ambition, and desire of an inmate upon release and the ascertained interest of the inmate according to the Kuder Preference Record, Form C.

11. Occupational prestige refers to the perceived social status ranking of occupations.

Results

The findings reported in this publication are presented as a partial report of the doctoral dissertation by the same title. As previously stated, this study involved 100 male inmates admitted to the Arkansas Department of Corrections during March and April, 1969.

Personal Characteristics of Inmates

The distribution of inmates by selected personal characteristics is presented in the following five tables.

Educational Level of Inmates. The educational attainment of the 100 inmates ranged from none to 15 years, as shown in Table I. Twenty-four per cent of the inmates completed 12 or more years of education, while 18 per cent of the inmates completed less than the eighth grade. The mean educational level for the inmates was 9.3 years.

TABLE I
EDUCATIONAL LEVEL OF INCOMING MALE INMATES

Highest Grade Completed	Number of Inmates
16	0
15	1
14	2
13	3
12	18
11	9
10	21
9	10
8	18
7	7
6	4
5	1
4	0
3	3
2	0
1	2
0	1

N = 100; M = 9.3 years

Perceptions of Occupations by Inmates. Boyles (4) indicated that most inmates regarded permanence of a job as more important than high pay. He found that most inmates, who were interested in high paying jobs, were either under 20 or over 50 years of age. In this study, 43 per cent of the inmates indicated that stability and security were most important in an occupation, as shown in Table II. Twenty-four per cent of the inmates rated high pay as the most important feature. Of the inmates interested in high pay, 42 per cent were under 20 years of age, and 29 per cent were between 20 and 24 years of age. This indicated that 71

per cent of the inmates were under 25 years of age. The availability of jobs locally and prestige of jobs appeared to be of little concern to the inmates.

TABLE II
PERCEPTIONS OF OCCUPATIONS BY INMATES

Occupational Perception	Number of Inmates
Stable, secure future	43
High pay	24
Working conditions	16
Chance for advancement	13
Job available locally	3
Prestige	1

N = 100

Employment Status of Incoming Inmates at Time of Offense. The employment status of the 100 inmates at the time of their offense is shown in Table III. Forty-one per cent of the inmates were unemployed, or employed only part-time, at the time of their offense. Such a high percentage of inmates without full-time employment may have been partly due to the fact that 22 per cent of them were 19 years of age or younger. It has been reported that employers are often reluctant to employ youth of this age due to military obligations and insurance restrictions. In view of these data, there appears a need for preparing inmates for marketable skills which would permit them to compete more successfully

upon release. Several of the inmates, who were employed full-time at the time of their offense, were working in low skill jobs and lacked sufficient skills to advance in their occupation.

TABLE III

EMPLOYMENT STATUS OF INCOMING INMATES AT TIME OF OFFENSE

Employment Status	Number of Inmates
Unemployed	23
Employed part-time	18
Employed full-time	54
Employed full-time and part-time	5

N = 100

Occupation of Father, Last Occupation of Inmate, and Aspired Occupation of Inmate. It appeared appropriate in this study to make some analysis pertaining to the occupational history and aspiration of the inmates. In Table IV is shown the distribution of responses of the inmates by occupational categories relevant to the occupations of their fathers, the last occupation of the inmates, and the aspired occupation of the inmates.

The highest number of inmates indicated that the occupation of their father occurred in two categories; operatives and craftsmen and foremen, as indicated in Table IV. Also, the largest number of inmates reported that their last occupation was in these same two categories. Occupations in these two categories were also aspired by the largest number of inmates. Thirty-nine of the inmates did not indicate the occupation of

their fathers. With few exceptions, the fathers were reported as deceased or retired.

TABLE IV

DISTRIBUTION OF RESPONSES OF INMATES BY OCCUPATIONAL CATEGORIES: OCCUPATION OF FATHER, LAST OCCUPATION OF INMATE, AND ASPIRED OCCUPATION OF INMATE

Occupational Categories	Number of Inmates Responding		
	Occupation of Father	Last Occupation of Inmate	Aspired Occupation of Inmate
Professional and Technical	4	0	4
Farmers and Farm Managers	8	1	0
Managers, Officials and Proprietors	4	0	2
Clerical Workers	0	1	1
Sales Workers	1	2	2
Craftsmen and Foremen	14	24	31
Operatives	17	30	21
Private Household Workers	0	0	0
Service Workers	4	15	6
Farm Laborers and Foremen	2	7	4
Laborers, Except Farm and Mine	4	15	6
No Occupation Reported	39	5	16

N = 100

Prestige Rating of 25 Occupations by the Inmates

The prestige ranking by the Arkansas inmates of 25 occupations as compared to the ranking of these occupations by 191 male and 190 female undergraduates at the University of Minnesota is shown in Table V. The prestige order of these occupations was rather stable. In surveying the social status of these occupations first in 1925, again in 1947, and most recently in 1967, there has been very little relative change in the prestige order of occupations in the American society during this 42-year span. There was very little difference between the prestige value of the Arkansas incoming inmates and the 1967 Minnesota study, with the exception of truck driver and mail carrier. The inmates viewed a truck driver and a mail carrier nine places higher than the respondents in the 1967 study. Since these were ranked data, Spearman's rank coefficient (ρ) was used to ascertain the correlation of the two groups. In view of the nine-point deviation of truck driver and mail carrier, the prestige value of the Arkansas incoming inmates correlated at .899. From these results one may assume that the occupational prestige as valued by prison inmates is quite similar to prestige values of other members of the American society.

Vocational Interest of Inmates as Ascertained by the Kuder Preference Record, Form C

More of the incoming male inmates scored at or above the 50th percentile in the artistic area of the Kuder Preference Record, Form C, than in any other area, as indicated in Table VI. The percentage of inmates scoring at or above the 50th percentile was as follows: artistic, 63 per cent; clerical, 61 per cent; literary, 55 per cent; musical,

TABLE V

OCCUPATIONAL PRESTIGE VALUES OF 100 ARKANSAS INMATES
AS COMPARED TO A 1967 MINNESOTA STUDY*

Occupation	Occupational Prestige Values		Deviation
	1967 Group*	Arkansas Inmates	
Physician	1	2	-1
Lawyer	2	4	-2
Superintendent of Schools	3	3	0
Banker	4	1	+3
Civil Engineer	5	5	0
Elementary School Teacher	6	8	-2
Foreign Missionary	7	9	-2
Army Captain	8	6	+2
Electrician	9	7	+2
Insurance Agent	10	11	-1
Carpenter	11	14	-3
Machinist	12	15	-3
Traveling Salesman	13	17	-4
Barber	14	13	+1
Soldier	15	16	-1
Plumber	16	20	-4
Grocer	17	18	-1
Mail Carrier	18	9	+9
Farmer	19	22	-3
Motorman	20	19	+1
Truck Driver	21	12	+9
Janitor	22	23	-1
Coal Miner	23	21	+2
Hod Carrier	24	24	0
Ditch Digger	25	25	0

The correlation between the rank orders (ρ) was .899.

* A 1967 Minnesota study conducted by Hakel, Hollmann, and Dunnette (18).

TABLE VI
VOCATIONAL INTEREST OF INMATES AS ASCERTAINED BY THE
KUDER VOCATIONAL PREFERENCE RECORD FORM C

Areas of Interest	Distribution of Inmates by Kuder Percentile Scores			
	99-75 Number	74-50 Number	49-25 Number	24-01 Number
Outdoor	10	17	34	19
Mechanical	12	10	33	25
Computational	5	28	25	22
Scientific	5	18	37	20
Persuasive	9	33	28	10
Artistic	18	32	24	6
Literary	9	35	22	14
Musical	18	25	20	17
Social Service	24	16	31	9
Clerical	16	33	20	11

N = 80

54 per cent; persuasive, 53 per cent; social service, 50 per cent; computational, 41 per cent; outdoor, 34 per cent; scientific, 28 per cent; and mechanical, 28 per cent. Due to a lack of comprehension, 20 per cent of the 100 incoming male inmates could not complete the Kuder Preference Record, Form C.

The Extent to Which Inmates Desired to Receive Occupational Training

Eighty-nine per cent of the inmates expressed that they were interested enough in occupational training to attend occupational classes after regular work hours while in prison. There were no inmates who expressed that they were not interested in occupational training under any condition. Based upon the findings noted in Table VII, it appeared that the 100 incoming inmates desired assistance to help them become better adjusted, productive, gainfully employed citizens. Assuming the inmates expressed their sincere desire, the findings indicated a real need for providing occupational training for Arkansas inmates. On the questionnaire these statements were not preceded with the numbers 0 through 4. An inmate responding to all these statements with a "no" answer would be classified as "0" on the desire for training scale.

At the Draper Correctional Center (49), about 65 per cent of the inmates in vocational training had been granted earlier parole dates, but another 25 per cent postponed parole in order to finish the training program. Oklahoma inmates (32) admitted to training are requested to sign an agreement stating that they will forfeit parole if necessary to complete their training program. Forty-nine per cent of the Arkansas incoming inmates reported that, if they were able to receive occupational training in a desired area, that they would be willing to forfeit parole,

TABLE VII
THE EXTENT TO WHICH INMATES DESIRED TO
RECEIVE OCCUPATIONAL TRAINING

Desire of Inmates for Occupational Training	Number of Inmates
4 - I would be interested even if it were necessary for me to continue my regular work assignments and attend occupational training after work hours.	89
3 - I would be interested if I could be released from my regular work assignments while in training.	8
2 - I would be interested if I could be released from all my regular work assignments while in training.	2
1 - I would like to receive training while in prison, but not under these conditions.	1
0 - I am not interested in receiving training while in prison.	0

N = 100

if necessary, to complete their training. Also, 92 per cent of these inmates (as shown in Table VIII) expressed a willingness to take remedial courses to prepare themselves for occupational training, if necessary.

Preference of Inmates for Occupations that Could Feasibly
be Offered by Correctional Institutions

The preference of inmates for occupations that could feasibly be offered by correctional institutions is shown in Table IX. A few

TABLE VIII

WILLINGNESS OF INMATES TO TAKE REMEDIAL COURSES OR
FORFEIT PAROLE IN ORDER TO COMPLETE
OCCUPATIONAL TRAINING

Desire to Complete Occupational Training	Number of Inmates
If necessary, I would be willing to take courses in math, writing, or reading to prepare me to enter an occupational training program.	92
If necessary, I would be willing to forfeit parole in order to complete my occupational training.	49

N = 100

inmates did not rank their five preferences of training; therefore, their responses are shown under the column "Non-Ranked." The total responses revealed that inmates expressed their greatest preference in the following areas: chauffeur and driver, welding, mechanic and repairman, radio and television, and construction occupations. In 50 per cent of the occupational areas, fewer than 10 per cent of the inmates expressed a preference for training. Boyles (4) indicated that heavy equipment operation, welding, and auto mechanics attracted the most interest among North Dakota inmates. There appeared to be a high relationship of the three training areas of greatest preference by the inmates in the North Dakota study and the Arkansas incoming inmates. A majority of the Arkansas inmates, who indicated a preference for training in chauffeur and driver, expressed a desire to be a truck driver upon release. It would appear that truck driving and heavy equipment operation are quite similar in nature. Radio and television were ranked tenth in preference

TABLE IX

PREFERENCE OF TRAINING BY INMATES IN 36 OCCUPATIONAL
AREAS CONSIDERED FEASIBLE FOR CORRECTIONAL TRAINING

Occupational Areas	Responses of Inmates by Ranked Preference					Non- Ranked Responses	Total
	1	2	3	4	5		
Drafting	7	3	0	1	2	2	15
Mathematics and Physical Sciences (Technicians)	3	2	1	0	1	1	8
Medical & Dental Technology	3	0	2	2	0	1	8
Occupations in Medi- cine & Health	5	2	2	0	0	4	13
Secretarial Work	1	3	1	0	1	1	7
Stenographer and Typist	0	2	1	1	1	0	5
Office Machines Operator	6	4	2	2	1	3	18
General Office Clerk	2	3	1	3	1	1	11
General Industry Clerk (Misc. Clerical)	0	0	0	0	3	1	4
Housekeeper	2	2	0	1	0	0	5
General Domestic Cleaning	2	0	0	0	1	0	3
Male Nurse (Domestic Work)	2	3	2	1	1	2	11
Chauffeur and Driver	11	12	9	3	4	6	45
Waiter	0	2	1	1	1	2	7

TABLE IX continued

Occupational Areas	Responses of Inmates by Ranked Preference					Non-Ranked Responses	Total
	1	2	3	4	5		
Cook	0	3	3	2	1	6	15
Kitchen Worker	2	1	5	0	1	0	9
Personal Service (Porter)	0	0	1	1	1	2	5
Occupations in Laundering & Cleaning	2	0	4	4	3	2	15
Processing Leather and Textiles	1	0	2	2	0	3	8
Machinist	2	6	4	3	3	3	21
Toolmaker	1	3	2	2	0	1	9
Metal Machining	0	1	0	1	0	1	3
Mechanic and Repairman (Motor Vehicle)	6	9	9	3	4	5	36
Mechanic and Machinery Repairman	1	4	4	5	3	2	19
Modelmaker and Patternmaker	0	0	0	0	1	0	1
Machine Shop	1	4	3	4	6	2	20
Jewelry Occupations	1	1	1	3	1	0	7
Radio and TV	2	1	8	8	5	4	28
Manufacturing and Repair of Products	0	0	1	3	1	2	7
Building of Aircraft	1	3	0	4	3	0	11

TABLE IX continued

Occupational Areas	Responses of Inmates by Ranked Preference					Non-Ranked Responses	Total
	1	2	3	4	5		
Welder	9	4	2	10	8	7	40
Construction Occupations	8	1	1	6	6	4	26
Service Station Attendant	1	0	4	0	5	0	10
Transportation Equipment	1	1	3	1	6	2	14
Moving and Storage	0	1	0	1	4	3	9
Packaging, Labeling and Bottling	0	0	0	1	0	1	2

N = 100

by the North Dakota inmates and, although construction occupations were not listed, those inmates ranked bricklaying sixth and carpentry seventh.

Relationship of Vocational Interests of Inmates and Occupational Preference

The Kuder Preference Record, Form C, was used to ascertain the interests of the incoming inmates by measuring preferences in 10 broad areas. There did not appear to be a high relationship between the first preference for occupational training by the inmates and their Kuder percentile score in the preferred area. Seventy per cent of the inmates

who completed the Kuder and preferred training in a mechanical occupation, scored below the 50th percentile on the Kuder profile. Two factors should be considered regarding this information. First, the occupational choices were forced choices and secondly, a high percentage of the occupations were mechanical in nature. There is a broad spectrum of occupations which fall within the mechanical category.

On the Kuder Preference Record, Form C, 63 per cent of the inmates scored at or above the 50th percentile in artistic, but only 28 per cent scored at or above the 50th percentile in mechanical.

The inmates were asked to indicate the kind of work that they would like best to do upon release from prison. Most of the inmates preferred mechanical occupations upon release.

Relationship of Selected Variables and Desire for Training

In analyzing the relationships of 13 variables pertaining to personal characteristics of the inmates and the extent that inmates desired occupational training, it appeared that almost without exception the inmates aspired for training regardless of age, education, or any other variable studied.

Thirty-two per cent of the inmates reported that they had received no previous occupational training, nine per cent did not indicate the number of months, and 19 per cent reported nine months or less of occupational training. This accounted for 60 per cent of the inmates in the study and revealed that these inmates were lacking in occupational training.

Relationship of Selected Variables and Preference of Training

A majority of the incoming inmates, who expressed a preference for the five training areas which received the greatest preference, were under 25 years of age; had attained an eighth grade education or more but were not high school graduates; had never been in a juvenile institution; had a sentence of four years or less; and had received less than 10 months of occupational training.

Fifty per cent or more of the incoming inmates who preferred training in the five occupational areas, were full-time employees at the time of their offense. Also, a majority of the incoming inmates who preferred training in the five areas, reported their last occupation as being an operative or craftsman and foreman.

SUMMARY

The following is presented as a summary of the findings of this study.

1. Inmates recognize the importance of a stable, secure future as the most important feature of a job rather than chance for advancement, high pay, local employment, or working conditions.
2. Prison inmates tend to have occupational prestige values quite similar to other individuals in the American society.
3. The incoming inmates indicated a desire to receive occupational training to the extent that 89 per cent expressed a willingness to do their regular work assignments in addition to attending occupational training while in prison. Ninety-two per cent were willing to take remedial courses, if necessary, to prepare

for occupational training. Forty-nine per cent expressed a willingness to forfeit parole, if necessary, to complete an occupational training program.

4. Inmates aspire for occupational training regardless of their age, education, or any other variable studied.
5. Appropriate occupational education offerings for prison inmates appeared to be courses in driving, welding, mechanic and repairman, radio and television, and construction occupations.
6. A majority of the incoming inmates who expressed a preference for the five training areas, were under 25 years of age; had attained an eighth-grade education or more but were not high school graduates, had never been in a juvenile institution; had a sentence of four years or less; and had received less than 10 months of occupational training.
7. Forty-one per cent of the inmates in this study did not have full-time employment at the time of their present offense.

RECOMMENDATIONS

The following recommendations were made:

1. Extensive efforts should be expended to plan and initiate courses in occupational training for prison inmates. Such planning and development should be based upon meeting the needs of inmates for maximum employability in occupations with a future.
2. It is recommended that extensive basic education courses be established and that a concentrated effort be made to encourage the educationally deficient inmate to participate. Some inmates are so educationally deficient that they cannot adequately

benefit from occupational training.

3. It is recommended that additional studies be conducted dealing with Arkansas prison inmates for the purpose of providing a basis for program planning in education and training.

BIBLIOGRAPHY

1. Barnett, G., I. Handelsman, L. H. Steward, and D. E. Super, "The Occupational Level Scale as a Measure of Drive," Psychological Monographs, Vol. 65, No. 10, 1952, pp. 1-37.
2. Beadle, James S., "A Survey and Analysis of the Educational Program of the Academic School of the State Prison of Southern Michigan, Jackson," Unpublished Doctoral Dissertation, Michigan State University, East Lansing, Michigan, 1965.
3. Beto, George J., "Texas Establishes Younger Offender Unit," The American Journal of Correction, Vol. 25, July-August, 1963.
4. Boyles, Gary, The Educational and Vocational Aspiration of Prisoners, Research Report Number 5, Center for Research in Vocational and Technical Education, University of North Dakota, Grand Forks, North Dakota, 1967.
5. Bowyer, Carlton H., "Correctional Education in Penal and Correctional Institutions in the United States," Unpublished Doctoral Dissertation, University of Missouri, Columbia, 1958.
6. Bregman, Ralph, "Vocational Education in Correctional Institutions - Implications in Distributive Teacher Education," A paper presented at the National Seminar for Vocational Education in Correctional Institutions, Rutgers University, New Brunswick, New Jersey, June, 1968.
7. Brewer, E. D. C., A Vocational Rehabilitation Study of Prisoners, Probationers and Parolees, Research Report, Emory University, 1964.
8. Clements, Carl B. and John M. McKee, An Experiment in Contingency Management with Institutionalized Offenders, Draper Correctional Center, Elmore, Alabama, November, 1967.
9. Collins, Joseph W. and Richard Weisberg, Training Needs in Correctional Institutions, U. S. Department of Labor, Manpower Research Bulletin Number 8, April, 1966.
10. Counts, G. S., "Social Status of Occupations," School Review, 1925, Vol. 33, pp. 16-27.
11. Deeg, M. E. and D. G. Paterson, "Changes in Social Status of Occupations," Occupations, Vol. 25, No. 4, January, 1947, pp. 205-208.

12. Deerinwater, Edward R., "Oklahoma State Prison System," The American Journal of Correction, Vol. 27, No. 2, March-April, 1965.
13. Drawbaugh, Charles G., "Vocational Education in Agriculture for Correctional Institutions," A paper presented at the National Seminar for Vocational Education in Correctional Institutions, Rutgers University, New Brunswick, New Jersey, June, 1968.
14. Egerton, John, "Where They Try to Make Winners Out of Men Who Have Always Lost," Southern Education Report, Nashville, Tennessee, May-June, 1966.
15. Ferguson, George A., Statistical Analysis in Psychology and Education, New York: Mc-Graw-Hill, 1966.
16. Glaser, Daniel, "The Effectiveness of Correctional Education," American Journal of Correction, Vol. 28, No. 1, January-February, 1966, pp. 4-9.
17. Glenn, John W., "Status and Effectiveness of General and Vocational Education Programs in Correctional Institutions of Missouri," Unpublished Doctoral Dissertation, University of Missouri, Columbia, 1966.
18. Hakel, Milton D., Thomas D. Hollmann, and Marvin D. Dunnette, "Stability and Change in the Social Status of Occupations Over 21 and 42 Year Periods," Personnel and Guidance Journal, Vol. 46, No. 8, April, 1968, pp. 762-764.
19. Hershey, Harvey, "Adult Education and Personality of Inmates of the State Prison of Southern Michigan," Unpublished Doctoral Dissertation, Michigan State University, 1966.
20. Hogan, Frank, "College Classes at CSP!," The Interpreter, Vol. 3, No. 1, January-February, 1968, Canon City, Colorado, Colorado State Penitentiary, 1968.
21. Howard, James F., "Treatment Facilities Existing in U. S. Penal Institutions," American Journal of Correction, Vol. 25, No. 2, March-April, 1963, pp. 18-22.
22. Klonsky, George, "We Must Be Doing Something Right," American Journal of Correction, Vol. 31, No. 1, January-February, 1969, pp. 6-11.
23. Kuder, G. Frederic, Administrator's Manual-Kuder Preference Record-Form C (Vocational), Chicago: Science Research Associates, 1960.

24. Luger, Milton, "The Edward R. Cass Youth Rehabilitation Camp," American Journal of Correction, Vol. 24, 1962.
25. Massimiano, S. A. and Benjamin V. P. Verdile, "New Jersey Vocational School Conducts Program for Prison Inmates," American Vocational Journal, Vol. 42, No. 8, November, 1967.
26. McCormick, Austin H., The Education of Adult Prisoners, New York: New York Society for Penal Information, 1926.
27. McKee, John M., Experimental Project to Increase the Educational Achievement of Institutionalized Offenders Through Programmed Instruction, Rehabilitation Research Foundation, Elmore, Alabama, February, 1967.
28. McKee, John M. and Donna M. Seay, Use of Programmed Instruction in Vocational Education, Draper Correctional Center, Elmore, Alabama, May, 1965.
29. Meams, John, "Work Release Programs at Penal Farm Give Convicts Boost Toward Freedom," The Commercial Appeal, Memphis, Tennessee, December 8, 1968, Column 1, pp. 20.
30. Michael, Calvin B., "Changing Inmates Through Education," A paper presented at the Conference on Education and Training in Correctional Institutions, University of Wisconsin, Madison, Wisconsin, June, 1968.
31. NORTHWEST ARKANSAS TIMES, Fayetteville, Arkansas, January 27, 1969, p. 5, column 4.
32. Oklahoma State Penitentiary, Rehabilitation, McAlistier, Oklahoma, 1966.
33. Patrick, Ernest W., "Significant Factors Associated with the Success of Vocational Trainees and Parolees at the Federal Reformatory, El Reno, Oklahoma," Unpublished Doctoral Dissertation, Oklahoma State University, Stillwater, 1958.
34. Pointer, Wesley D., "Education and Training Versus Maintenance and Other Prison Work Programs," A paper from Draper Conference on Manpower Training in Correctional Programs, Washington, D. C., National Committee on Children and Youth, 1967.
35. Ryan, Doris W. and Eugene L. Gaier, "Interest Inventories and the Developmental Framework," Personnel and Guidance Journal, Vol. 46, No. 1, September, 1967, pp. 37-41.
36. Sard, Thomas R., "A Chance on the Outside," American Education, U. S. Department of Health, Education and Welfare, April, 1966.

37. Seay, Donna M., "The Roles of the Teacher for the Effective Use of Programmed Instruction in a Correctional Setting," A paper presented at the Annual Meeting of the Correctional Education Association, 1966.
38. Schwarzweller, Harry K., "Values and Occupational Choice," Social Forces, Vol. 39, No. 2, December, 1960, pp. 126-135.
39. Sullivan, Clyde E., Restoration of Youth Through Training, Staten Island, New York, Wakoff Research Center, 1967.
40. Sullivan, Clyde E., "The Management of Transition from Jail to Community," A paper presented at the Conference on Education and Training in Correctional Institutions, University of Wisconsin, Madison, Wisconsin, June, 1968.
41. Sullivan, H. S., Conceptions of Modern Psychiatry, Washington, D. C., The William Alason White Psychiatric Foundation, 1947.
42. Super, Donald E., "Vocational Adjustment: Implementing a Self-concept," Occupations, Vol. 30, No. 2, November, 1951.
43. Super, Donald Ed., The Psychology of Careers, New York: Harper, 1957.
44. Texas Department of Education, The Treatment Program of the Texas Department of Correction, Texas Department of Education, 1967.
45. Texas Department of Corrections, Annual Report, 1966, State of Texas.
46. Torrence, John Thomas, "Relationship Between Training Programs Being Offered in State and Federal Penal Institutions and the Unfilled Openings in the Major Occupations in the United States," Master's Thesis, School of Technology, Kansas State College of Pittsburg, Pittsburg, Kansas, 1966.
47. Tyler, Leona E., "Research on Instruments Used by Counselors in Vocational Guidance," Journal of Counseling Psychology, Vol. 9, No. 2., 1962, pp. 99-105.
48. Wallack, W. M., G. M. Kendall and H. L. Briggs, Education Within Prison Walls, New York: Columbia University Press, 1939.
49. Watkins, John C., "Education and Rehabilitation of Youthful Offenders," FBI Law Enforcement Bulletin, February, 1966.
50. Vedder, Clyde B., Juvenile Offenders, Springfield, Illinois, Thomas Publishers, 1963.
51. Zink, Theodore M., "A Study of the Effect of Prison Education on Societal Adjustment," Unpublished Doctoral Dissertation, Temple University, Philadelphia, Pennsylvania, 1962.